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This Week's Forum: Page 32

EDUCATION WEEK

American Education's Newspaper of Record | Volume IX, Number 23 · February 28, 1990 | © 1990 Editorial Projects in Education / $2.50

Survey Reveals Wide Latitude in Reporting Abuse

Reconsider Mandates, Report Urges States

By Robert Rothman

Finding that a substantial number of educators and health-care professionals regularly violate state laws by deciding not to report some cases of suspected child abuse, a federally funded report urges states to re-examine statutes mandating the reporting of all such cases.

The study, conducted by the RAND Corporation for the National Center on Child Abuse and Neglect of the U.S. Department of Health and Human Services, found that mandatory-reporting laws have "resulted in enormous increases in the numbers of reports being made to protective agencies."

But nearly 40 percent of the principals, child-care providers, physicians, and counselors surveyed for the study indicated that personal discretion had guided them in at least some cases and they had failed to report suspected abuse even though the statutes required them to.

"The laws have been effective in getting a lot of people to report a lot of abuse," said Gail L. Zellman, a psychologist at RAND who conducted the study along with Robert M. Bell. "But there is a growing concern about requiring people to report to child-protective services, which appear to be less and less capable of handling them."

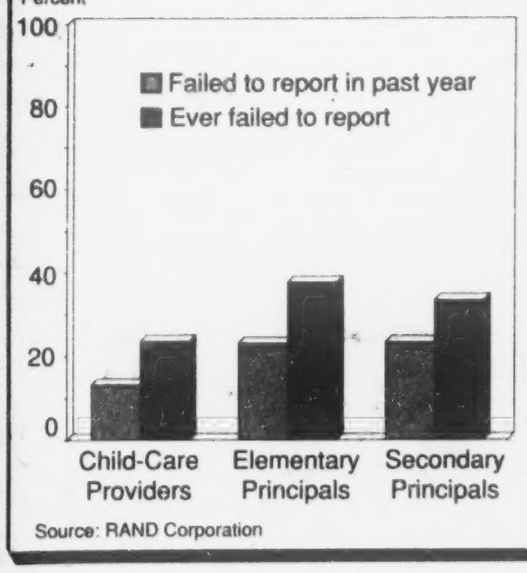
Ms. Zellman noted that educators, more than any other group, have been prosecuted for violating mandatory-reporting laws. In recent months, for example, teachers in Georgia and in Jefferson County, Colo., were arrested in connection with failing to report cases of suspected abuse, although charges in the Georgia case were later dropped.

Rather than continue to prohibit educators from using their professional judgment, she suggested, states should consider training them to detect signs of abuse and neglect and allowing them to use their discretion in reporting cases.

"Our evidence shows that it is the more knowledgeable people who are doing that

Continued on Page 28

Failure To Report Child Abuse



Source: RAND Corporation

Goodlad on Teacher Education: Low Status, Unclear Mission

By Lynn Olson

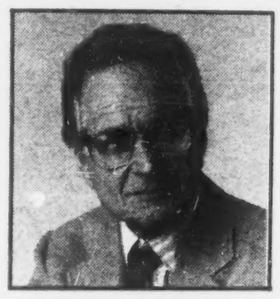
CHICAGO—Initial findings from one of the most comprehensive studies of teacher education ever conducted in the United States reveal an enterprise suffering from low status, unstable leadership, and an increasingly narrow and technocratic view of teaching.

The preview of *Teachers for the Nation's Schools*—an in-depth look at 29 representative teacher-training institutions—was presented here last week by John I. Goodlad, the book's author.

Mr. Goodlad is outgoing president of the American Association of Colleges for Teacher Education, which met here Feb. 21-24. He is most noted for his landmark 1983 study of education, *A Place Called School*.

During his keynote speech, the University of Washington researcher declined to discuss the recommendations in his forthcoming book, which is scheduled to be released this fall.

But he suggested that circumstances are ripe for major reforms in schooling and in the education of educators.



John I. Goodlad

"This appears to be the only time in history," he asserted, "when the reform of our schools and the reform of teacher education are being joined."

Nonetheless, Mr. Goodlad described

Continued on Page 27

In Chapter 1 Reviews, 9 Percent of Schools Failed to Meet Student-Achievement Goals

By Julie A. Miller

WASHINGTON—About 9 percent of all Chapter 1 compensatory-education programs last year failed to meet student-achievement standards required under a new federal law and have been targeted for improvement efforts, surveys by the Education Department and a Congressional committee have found.

According to the studies, a majority of states and school districts have set the lowest possible standard, and have targeted only those programs in which average student achievement has remained stagnant or declined. Moreover, the proportion of programs slated for improvement varies widely from state to state.

"I truly hope more of them will have the courage to set higher standards," said Mary Jean LeTendre, the Education Department's director of compensatory-education programs. "Being identified for program improvement should be seen as an opportunity, not a stigma."

Ms. LeTendre predicted that states and districts will raise standards for their Chapter 1 programs as they grow more comfortable with the new federal requirements, and at least a handful of state and local officials agree.

Continued on Page 26

N.C. Board Sues To Block the Use Of 'Channel One'

Districts Fear Policy Limits Their Autonomy

By Mark Walsh

The North Carolina Board of Education last week touched off a potentially divisive battle over state control of local school policies by suing a district for its decision to sign up for Whittle Communications' "Channel One" televised news program.

The board also voided contracts between Whittle and some 90 schools in approximately 30 other districts in the state that had agreed to participate in the controversial advertiser-supported program for students.

The state's prohibition of Channel One has angered some local superintendents, who contend that its action runs counter to the spirit of a 1989 reform law intended to give districts more freedom from state regulation.

"We certainly think the issue is much greater than just Channel One," said Ronald B. Singletary, superintendent of the Thomasville school district, which was sued for accepting the program a week after the state board passed an emergency rule barring any additional districts from doing so.

The board's decision to challenge all of Whittle's contracts in the state represented a marked escalation of its campaign against the program.

Board members acted after concluding that the participating districts were illegally and unconstitutionally delegating "the authority for selecting the curriculum for North Carolina public schools to an outside commercial corporation," said Glenn Keever, a spokesman for the panel.

Continued on Page 21

Loan-Forgiveness Programs for Teaching Seen as Key Policy Tool

By Ann Bradley

In the three years since the North Carolina Teaching Fellows program was created to attract brighter students into teaching, more than 1,200 scholarship loans have been awarded to students who are expected to repay the state by teaching in public schools.

Although the first class of fellows will not graduate from college until next spring, the Public School Forum of North Carolina believes the program has met its goal of attracting better-quality students into teaching.

For example, officials of the public-private policy group say, the Scholastic Achievement Test scores of the teaching fellows have averaged more than 275 points above the average state score of 836.

And they point to the fact that more than 1,750 applicants are vying for the 400 new scholarships that will be awarded this spring as evidence of the program's competitiveness.

The North Carolina program is considered the most ambitious of the many state loan-incentive programs for teachers—in part because of a unique enrichment component that includes field trips and intensive support for students. But officials in several other states said in interviews last week that their programs also have provided a mechanism to influence their teaching workforces, if in limited ways.

For example, the programs have assisted teachers working in areas of critical need, they said, and they appear to have prompted beginning teachers to stay in the profession during the difficult first years.

Arthur E. Wise, director of the RAND Corporation's Center for the Study of the Teaching Profession, also suggested that

Continued on Page 22

Also in the news

5 Targeting Young Smokers
The anti-cigarette forces are matching advertising with tough political stances.

17 Puerto Rico's Bonanza
The sale of its telephone company may generate a huge education endowment.

18 Entry Ages and the At-Risk
Virginia tries to raise its age for starting school by making a notable policy exception.

IN SUMMARY

Drug Plan Launched
In what may be the largest private effort of its type ever undertaken, the Robert Wood Johnson Foundation has begun the first phase of a $27-million initiative to reduce the demand for illegal drugs. **Page 8.**

No Strike in Utah
Utah teachers backed away from their threat of a statewide strike after the legislature passed a package of pay raises and funding increases in the final hours before adjournment. **Page 16.**

Governors Meet on Goals
The nation's governors were expected early this week to give final approval to a set of national education goals developed through negotiations with the Bush Administration. **Page 16.**

Disability Rules Overturned
The U. S. Supreme Court last week struck down federal regulations that prevented hundreds of thousands of disabled children from receiving Social Security benefits. **Page 24.**

Administrators	12
Appointments	34
Books	30
Capital Update	25
Commentary	56
Curriculum	9
Databank	13
Deadlines	35
Events	34
Health	8
Legislative Update	19
Letters	29
Marketplace	50
Research	7
State Journal	16
Youth Service	14

FORUM
Phonetics - Spelling - "Whole Language": Can We Put Them Together for the Best of Both Worlds?
Statement on Page 32

CONVENTIONS IN PRINT
An Education Week guide to the annual convention of the Association for Supervision and Curriculum Development in San Antonio, Texas.
Begins on Page 37

EDUCATION WEEK (**ISSN 0277-4232**) is published 40 times per year (weekly except for the first week in January, the last week in June, the month of July, the first four weeks in August, and the last two weeks in December) by Editorial Projects in Education, Incorporated. Editorial and advertising sales offices are located at 4301 Connecticut Ave., N.W., Suite 250, Washington, D.C. 20008. (202) 364-4114. Subscriptions: U.S.: $49.94 for 40 issues. Canada: $72.94 for 40 issues. Foreign: $114.94 (airmail) and $82.94 (surface mail) for 40 issues. Second-class postage paid at Washington, D.C., and at additional mailing offices. **POSTMASTER:** Send address changes to EDUCATION WEEK, P.O. Box 2083, Marion, Ohio 43305. Volume IX, Issue 23.

ACROSS THE NATION

NATIONAL

Percentage of Freshman Athletes Failing To Meet Prop. 48 Increases

For the second straight year, the percentage of college freshman athletes who failed to qualify academically under Proposition 48 has increased, according to figures released last week by the National Collegiate Athletic Association.

Colleges in the N.C.A.A.'s division I, the top athletic division, enrolled 584 "partial qualifiers," who represented 6.5 percent of the total athletic scholarships given to freshmen at those institutions. The proportion was up from 1988, when 5.1 percent of all scholarships went to partial qualifiers, and 1987, when the figure was 4.7 percent.

Partial qualifers are freshman athletes who did not meet the core curriculum or test-score requirements of Proposition 48, but who earned a 2.0 or better grade point average in high school. They must sit out their freshman year of athletic eligibility.

The survey showed that 66 percent of all partial qualifiers in division I were black. Critics of the policy say standardized college-admissions tests, used as one basis for qualification, are biased against blacks, thus causing a disproportionate number of blacks to fail to meet the standards.

Test scores were once again the major stumbling block for most partial qualifiers. In 1989, 85.4 percent of partial qualifers failed to achieve the minimum score of 700 out of 1,600 on the Scholastic Aptitude Test or 15 out of 36 on the American College Test.

STATES

Investigation of Milk Bid-Rigging Expands in Kentucky Schools

More than two-thirds of Kentucky's school systems are potentially affected by an investigation into the rigging of bids by milk suppliers, according to state officials.

A spokesman for state Attorney General Fred Cowan said a civil investigation into allegations that milk suppliers conspired to rig their bids for school milk contracts could affect 120 school districts and involve large sums of money. The U.S. Justice Department also is investigating the charges.

Last October, G. Maurice Binder, a former sales manager for Flav-O-Rich Inc. in London, Ky., pleaded guilty in federal court to helping rig bids in sales to school systems in the south-central region of the state. He agreed to cooperate with federal authorities in an ongoing investigation of alleged bid-rigging in Kentucky and Tennessee.

Similar state and federal investigations have led to convictions or civil settlements against milk and bread contractors in Florida and Georgia. At least 10 states in the South and Midwest are investigating allegations of price-fixing in school milk contracts.

■ **Kansans continue to give their schools and teachers high marks**, a statewide opinion poll has found.

About two-thirds of the 901 adults questioned said they would assign a grade of A or B to the state's public schools and teachers. Both responses are much higher than results found in a national Gallup Poll last year.

The poll, which the Teachers College of Emporia State University has conducted six times since 1980, also found that 44 percent of the respondents named alcohol and drug abuse as the number one problem in the schools. Discipline problems came in second.

DISTRICTS

Milwaukee May Abandon Magnets For 'Controlled Choice' Plan

Milwaukee school officials, who preside over one of the oldest and most widely studied magnet-school plans in the nation, are considering scrapping that system in favor of a "controlled choice" student-assignment plan similar to those implemented this year in Boston and Seattle.

The "controlled choice" plan, which was proposed to the board of education earlier this month, is designed to address both the inequities and confusion that have arisen as the number of magnet and specialty schools in the district has grown, officials said.

Twenty-two of the district's schools that have remained predominantly black under the current desegregation plan are expected to become integrated for the first time under the new plan, if it is adopted.

The new plan would eliminate traditional neighborhood school assignments, and require all students to choose schools located in one of two large attendance zones. It also aims to reduce total busing costs, decrease the disproportionate burden of transportation on black students, and create a mechanism for "school based" improvements in schools that fail to attract racially balanced enrollments.

In an effort to avoid the implementation problems that have plagued "controlled choice" plans in other cities, the authors of the plan have recommended that assignments under the new plan not begin until the 1992-93 school year, after extensive staff and community training and a balancing of educational offerings in the two zones are completed.

The plan has the backing of the superintendent, Robert S. Peterkin, former superintendent of schools in Cambridge, Mass., which pioneered the "controlled choice" concept. The Milwaukee board is not expected to act on the proposal before April.

Teachers, Students in Louisiana Protest Firing of Black Official

Large numbers of teachers and students in the St. Helena Parish of Louisiana boycotted classes last week to protest the local school board's decision not to renew the contract of Perry Spears, the district's black superintendent.

About 75 percent of the student body, or 1,400 students, and half the teaching force staged the weeklong boycott and several protests and rallies to register their dissatisfaction with the board, which has refused to reveal its reasons for dismissing Mr. Spears.

The situation began drawing national attention late last week in the wake of a similar situation in Selma, Ala. *(See Education Week, Feb. 21, 1990.)*

Ex-U.S. Commissioner Keppel Dies

Francis Keppel, the U.S. Commissioner of Education during the Kennedy and Johnson Administrations, who helped spearhead passage of the landmark Elementary and Secondary Education Act of 1965, died Feb. 19 of cancer at Harvard University's Stillman Infirmary. He was 73.

Francis Keppel

Mr. Keppel, who at the time of his death was a senior lecturer at the Harvard graduate school of education, also served as dean of the school for 14 years and helped develop its international reputation for scholarly excellence.

More recently, he helped shape education policy as director of education programs for the Aspen Institute of Humanistic Studies, and as an adviser to libraries, art centers, the World Bank, and developing nations.

During his tenure as commissioner from 1962 to 1965, and as assistant U.S. Secretary of Health, Education, and Welfare for Education from 1965 to 1966, Mr. Keppel was known as an advocate of federal aid to educationally disadvantaged children.

He also helped enforce the Civil Rights Act of 1964 in education programs and was instrumental in the creation of the National Assessment of Educational Progress.

"Frank helped lead the country toward a more effective definition of what constitutes equality of educational opportunity," said Harold Howe 2nd, senior lecturer at Harvard's education school and another former U.S. Commissioner of Education. "We still have work to do under that heading, but the progress of the last 25 years is in no small part attributable to Frank Keppel."

The son of a leading educator, Frederick P. Keppel, who was dean of Columbia College and president of the Carnegie Corporation, Francis Keppel earned a bachelor's degree at Harvard and studied sculpture for a year in Rome before returning to his alma mater as assistant dean of Harvard College.

In 1948, then-President James B. Conant of Harvard appointed Mr. Keppel, then 32, dean of the education school, where he served until 1962. As dean, Mr. Keppel developed experimental programs in team teaching, educational television, and curricular reform. He also promoted the Master of Arts in Teaching program, which provided liberal-arts graduates interested in teaching with a year of professional training and internship experience.

Derek Bok, president of Harvard, said Mr. Keppel "transformed the school of education from a neglected part of the university to one that drew educators from all parts of the world for leadership and innovative ideas." —R.R.

DATABANK

Estimated Statistics for Public Schools, 1989-90

State	Student Membership	Number of Teachers	Revenues (in thousands)	Current Expenditures (in thousands)	Pupil/ Teacher Ratio	Per Pupil Revenue	Per Pupil Expenditure
Alabama	728,254[1]	39,026[1]	$2,367,000	$2,200,000	18.7	$3,250	$3,021
Alaska	109,028[1]	6,482	815,922	808,060	16.8	7,484	7,411
Arizona	597,101[1]	32,993[1]	2,695,931	2,185,384	18.1	4,515	3,660
Arkansas	449,106[1]	26,889[1]	1,178,554[2]	1,087,987[2]	16.7	2,624[2]	2,423[2]
California	5,079,934	216,432[2]	22,967,763[2]	22,308,738[2]	23.5[2]	4,521[2]	4,392[2]
Colorado	526,686[1]	31,600[1]	2,796,511	2,744,309	16.7	5,310	5,211
Connecticut	463,800[1]	35,900	3,290,000	3,110,000	12.9	7,094	6,705
Delaware	97,808[1]	5,891	506,290	478,763	16.6	5,176	4,895
District of Columbia	88,000	6,674	547,480	547,480	13.2	6,221	6,221
Florida	1,772,558	104,084	9,339,830	7,763,614	17.0	5,269	4,380
Georgia	1,126,111[1]	61,097	4,070,682	3,502,136	18.4	3,615	3,110
Hawaii	169,193[1]	8,103[1]	721,880	703,920	20.9	4,267	4,160
Idaho	212,550[1]	10,500	565,000	555,000	20.2	2,658	2,611
Illinois	1,745,985	103,551[2]	7,058,193[2]	7,560,057[2]	16.9[2]	4,043[2]	4,330[2]
Indiana	958,350	54,625	4,410,000	3,828,000	17.5	4,602	3,994
Iowa	478,734[1]	29,890[1]	2,152,791	2,129,524	16.0	4,497	4,448
Kansas	430,862	28,403	1,992,978	1,761,851	15.2	4,626	4,089
Kentucky	630,688[1]	36,200	1,965,724	1,882,066	17.4	3,117	2,984
Louisiana	780,183[1]	45,213	2,828,901	2,435,304	17.3	3,626	3,121
Maine	213,386[1]	14,815[2]	1,103,607	1,018,702	14.4[2]	5,172	4,774
Maryland	698,806[1]	41,000	4,122,000	3,728,000	17.0	5,899	5,335
Massachusetts	818,347	58,718[1]	4,913,073	4,495,161	13.9	6,004	5,493
Michigan	1,500,000	84,250	8,777,045	7,648,551	17.8	5,851	5,099
Minnesota	692,100	43,750	3,741,000	3,315,000	15.8	5,405	4,790
Mississippi	501,772[1]	27,550[2]	1,333,534	1,342,869	18.2[2]	2,658	2,676
Missouri	807,934[1]	51,000	3,232,299	3,073,069	15.8	4,001	3,804
Montana	150,593[1]	9,715[1]	641,136	584,323	15.5	4,257	3,880
Nebraska	270,389[1]	18,339[1]	1,183,526[2]	1,137,142[2]	14.7	4,377[2]	4,206[2]
Nevada	186,834[1]	9,065	794,749	681,492	20.6	4,254	3,648
New Hampshire	167,386[1]	10,817	992,020	896,420	15.5	5,927	5,355
New Jersey	1,076,005[1]	81,092	8,773,000	7,868,000	13.3	8,153	7,312
New Mexico	284,438[1]	15,399	919,387	949,734	18.5	3,232	3,339
New York	2,572,500	178,000	19,572,000	18,402,000	14.5	7,608	7,153
North Carolina	1,078,153[1]	61,500	4,396,477	3,861,762	17.5	4,078	3,582
North Dakota	117,134[1]	6,803[1]	452,900	387,145	17.2	3,867	3,305
Ohio	1,765,300[1]	100,500	7,600,000	7,250,000	17.6	4,305	4,107
Oklahoma	580,000	35,000	1,830,000	1,760,000	16.6	3,155	3,034
Oregon	472,394[1]	25,657[1]	2,330,700	2,217,200	18.4	4,934	4,694
Pennsylvania	1,654,480	104,100	10,054,037	8,792,816	15.9	6,077	5,315
Rhode Island	135,035[1]	9,002	822,000	807,471	15.0	6,087	5,980
South Carolina	616,179[1]	35,500	2,467,895	2,191,892	17.4	4,005	3,557
South Dakota	127,115[1]	8,185[1]	470,594	465,091	15.5	3,702	3,659
Tennessee	839,860[1]	43,000	2,584,204[2]	2,716,828[2]	19.5	3,077[2]	3,235[2]
Texas	3,309,000	200,000	13,902,000	12,299,000	16.5	4,201	3,717
Utah	435,762[1]	18,384	1,280,453	1,096,242	23.7	2,938	2,516
Vermont	94,470[1]	6,950[1]	635,000	522,000	13.6	6,722	5,526
Virginia	985,749[1]	60,849	4,503,322[2]	4,408,386	16.2	4,568[2]	4,472
Washington	809,727[1]	39,807	3,583,000	3,641,000	20.3	4,425	4,497
West Virginia	328,069[1]	21,583	1,189,005	1,189,005	15.2	3,624	3,624
Wisconsin	777,359[2]	49,326[2]	4,057,736[2]	3,783,605[2]	15.8[2]	5,220[2]	4,867[2]
Wyoming	97,135[2]	6,734[2]	636,434[2]	521,892[2]	14.4[2]	6,552[2]	5,373[2]
Total	**40,608,342[2]**	**2,359,941[2]**	**$195,165,564[2]**	**$180,643,992[2]**	**17.2[2]**	**$4,806[2]**	**$4,448[2]**

[1] Actual count
[2] Imputed

NOTE: All numbers for revenues and expenditures are state estimates unless otherwise indicated by a footnote. All numbers for membership and teachers are actual counts unless otherwise noted. Estimates for revenues and expenditures are reported as of December 1989.

SOURCE: National Center for Education Statistics

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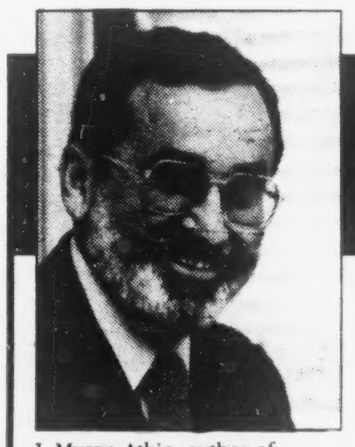

J. Myron Atkin, author of **Improving Science Education Through Local Alliances**

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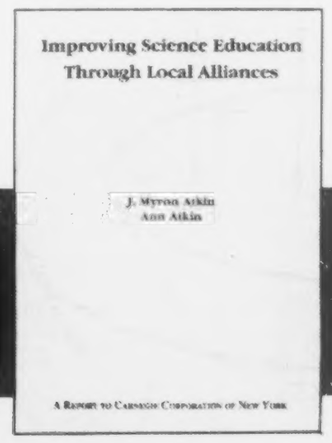
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EDUCATION WEEK

American Education's Newspaper of Record | Volume IX, Number 24 · March 7, 1990 | *© 1990 Editorial Projects in Education / $2.50*

Teaching Drawing More Candidates From Other Fields

Career Change Is Seen As Likely Explanation

By Debra Viadero

CHICAGO—Preliminary data from a national survey of teacher-training programs document dramatic increases in recent years in the number of students who are coming into teaching after first earning a degree in another field.

According to the survey, the number of students with bachelor's degrees enrolled in college and university teacher-training programs jumped by more than 200 percent from 1985 to 1988. That increase far outstripped the rise in overall enrollment for those programs, which was only 64 percent over the same period.

"When you look at the data," said Gary R. Galluzzo, an associate professor of education at Western Kentucky University who took part in the study, "you see that many of these people who already have a baccalaureate degree are also going to school part time, probably at night."

"They're people looking for a career change," he added. "They would probably say things like, 'I always wanted to to be a teacher, but when I came out of college they told me there were no jobs.' "

The enrollment data and other survey

Continued on Page 13

With Goals in Place, Focus Shifts to Setting Strategy

Some Worry Objectives Are Vague, Unrealistic

By Lynn Olson

Now that the President and the governors have adopted a set of national education goals for the year 2000, the question becomes: Can they deliver?

"The governors have basically agreed, whether they recognize it or not, to hold their own feet to the fire," said Thomas H. Kean, the former Governor of New Jersey.

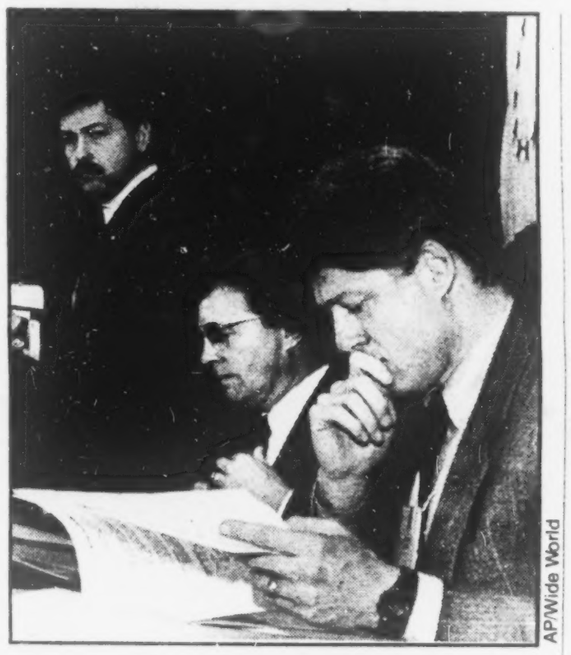
NEWS ANALYSIS

The package of six goals and 21 objectives embraced by the governors at their mid-winter meeting last week is nothing if not ambitious. Observers used words like "audacious" and "breathtaking" to characterize the distance between where the United States now stands in education and where the governors hope to go.

David T. Kearns, chief executive officer of the Xerox Corporation, captured it best when he described the governors' agenda as the equivalent of a "national crusade" in education.

Like a crusade, it embraces a distant and lofty vision. Some goals and objectives remain vague, unrealistic, or unmeasurable.

For example, few think that U.S. students will be first in the world in math and science achievement by 2000, when they currently rank last or near last on international comparisons. The statement about adult-workforce preparedness is sketchy. And there are no good definitions of terms like "dropout" and "school readiness," let alone a way to assess them.



AP/Wide World

From left, Govs. Terry Branstad, Carroll A. Campbell, and Bill Clinton at a session during last week's National Governors' Association meeting.

"This is a novel experience for everybody, the governors included," noted Denis Doyle, a senior fellow at the Hudson Institute. "It's not surprising that the goals tend to be a bit diffuse and overambitious."

Despite such problems, most educators agreed that the package put forward by President Bush and the governors represented a fair crack at a job that needed do-

Continued on Page 20

Governors Aim To Make Schools '2nd to None'

By Reagan Walker

WASHINGTON—After months of difficult and delicate negotiations with the Bush Administration, the nation's governors last week formally adopted national education goals intended to make "America's educational performance second to none in the 21st century."

The consensus reached by the White House and the National Governors' Association was hailed by many as a historic occasion—the first time that all 50 governors and the President have set a joint agenda to improve the nation's schools.

President Bush called the event a "dramatic turning point for this country."

"Never before have we as a nation set such goals for education," he said following a luncheon meeting with the governors. "Never before have the nation's leaders stepped forward to say we're willing to be held accountable for this process."

The N.G.A., at its mid-winter meeting here, also adopted two policy resolutions designed to buttress efforts to help reach those goals.

Under the first resolution, the governors agreed that the goals should be disseminated to "all groups interested in improving education." The second resolution suggests that some of any "peace dividend" that becomes available through a reduction in federal defense spending be directed to education.

The national goals are the result of a pledge between Mr. Bush and the chief state executives made at the historic education summit in Charlottesville, Va., last fall. *(See Education Week, Oct. 4, 1989.)*

Many issues remain to be resolved, including how to pay for the changes needed to reach the goals, how to measure progress toward the goals, and who should be responsible for such oversight.

Though many observers here characterized the goals as challenging—some even described them as unattainable—Govs. Bill Clinton of Arkansas and Carroll A. Campbell of South Carolina, co-chairmen of the

Continued on Page 17

Texas Lawmakers Weigh Seven Plans on School Finance

By Michael Newman

AUSTIN, TEX.—The state legislature convened its special session on school finance here last week with a prayer for a miracle and predictions of a tax increase.

The tax increase, legislative leaders said, may be necessary to fully fund a new formula for financing the state's schools. In a ruling last October, the Texas Supreme Court ordered the legislature to devise a fairer method of funding schools by May 1.

The "miracle," as described by House Chaplain Gerald Mann in the invocation that opened the session, was for lawmakers who "were elected to raise money by taxing people who won't re-elect them if they do."

Many lawmakers said the debate over the school-funding formula—itself a complex topic—was sure to be complicated by political factors. Thirty-one members of the House and four senators face re-election battles in next week's primary, and so may be reluctant to vote for new taxes.

A task force on school finance formed by Gov. William P. Clements Jr. unveiled a "no new taxes" plan last week. The task force, whose members were appointed by Mr. Clements, Speaker of the House Gib Lewis, and Lieut. Gov. William P. Hobby, calls for a $234.6-million increase in state school aid in its first year.

Over all, it proposes a $4.3-billion increase over five years. It would raise the basic per-pupil allotment to $2,100 by the end of that period, up from the current level of $1,477.

Six other plans to create an equitable school-finance system were being discussed around the Capitol last week. Four involved some sort of tax increase, although only one recommended a specific tax plan.

Speaker Lewis, who had earlier said he was opposed to a tax hike, indicated last

Continued on Page 23

Blueprint for State's New School System Advances in Kentucky

By Reagan Walker

A Kentucky task force last week finished work on a blueprint for the top-to-bottom restructuring of the state's precollegiate education system.

The panel offered its recommendations for reform of the financing, governance, and curriculum of the schools in response to the Kentucky Supreme Court's decision in June 1989 declaring the state's entire educational system unconstitutional.

Among the changes urged by the panel are the adoption of a performance-based system of rewards and sanctions for schools and teachers, a complete reorganization of the education department, the creation of a professional-standards board for teachers, and the at-large election of school-board members.

The proposal also includes a controversial provision that would limit the amount that relatively wealthy districts could spend on their schools.

The plan now goes to the full legislature, which observers expect will approve it this month with some amendments.

The plan is expected to be funded over the next two years by a revenue package raising nearly $1 billion through increases in the corporate and tobacco taxes, a tax on services, and changes to make state tax rules conform with the federal tax code.

The education reforms and the taxes are expected to be joined together, so that legislators will be able to cast a single vote for or against the entire package.

The task force, which included key legis-

Continued on Page 21

Also in the news

5 **Pittsburgh's NAEP Protest**
Testing director pulls his city out of first state-level assessment.

9 **Boarding Schools Reach Out**
Enrollment declines spur a search for new student markets.

10 **'Living Contract' in Indiana**
A 12-year teacher pact aims to ensure flexibility in Hammond.

24 **E.D. To Expand Centers**
In a major change, it plans to fund 18 such research facilities.